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ABSTRACT

The CRitical Issue Bibliography (CRIB) Sheet describes resources concerned with creating a multicultural environment in higher education. Creating a multicultural environment is a combination of recruitment, retention, climate issues, pedagogy and curriculum, organizational values, culture and structure, and faculty and staff development. This CRIB Sheet focuses on teaching practices and approaches to learning that create a multicultural environment. This annotated bibliography describes 15 resources, all of which are in the ERIC database. (SLD)

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Critical Issue Bibliography (CRIB) Sheet:

Multiculturalism and Teaching/Learning

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A Critical Issue Bibliography (CRIB) sheet is a selected bibliography on a topic of interest in the field of higher education. The majority of the literature cited in the bibliography is found in the ERIC Database, though some CRIB sheets also include other literature, such as selected Internet resources. CRIB sheets are updated annually.

Many of the issues discussed in one bibligraphy relate to another CRIB sheet topic. For example, the CRIB sheet on affirmative action is closely related to the CRIB sheet on creating a multicultural climate on campus. We have tried to note such connections in the bibliographies themselves; we encourage you not to see CRIB sheet topics as discrete and to explore several bibliographies on related topics.

This CRIB sheet was updated in December 2001.

Critical Issue Bibliography (CRIB) Sheet:
Multiculturalism and Teaching/Learning

Creating a multicultural environment is a priority for most college campuses. Many people conceptualize this issue purely in terms of numbers of student or faculty of color--essentially recruitment. Others tend to focus on the curriculum and infusing a wider representation of perspectives. However, creating a multicultural environment is a combination of recruitment; retention; climate issues; pedagogy and the curriculum; organizational values, culture, and structure; and faculty and staff development. Our multicultural CRIB sheet series provides resources in all of these key areas, with each CRIB sheet focusing on resources for a particular area. Here, we highlight teaching practices and approaches to learning that create a multicultural environment.

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EJ564967
Strange, Carney, & Alston, Lorraine. (1998). Voicing differences: Encouraging multicultural learning. *Journal of College Student Development, 39*, 1, 87-99.
Student-affairs graduate students (n=70) adopted a "voice," other than their own, for a semester. Journal entries reveal steps the students took in learning to see through the eyes of individuals different from themselves. Factors contributing to powerful transformational outcomes for diversity encounters are indicated.

ED416796
Humphreys, Debra. (1997). *General education and American commitments. A national report on diversity courses and requirements*. Washington, DC: Association of American Colleges and Universities.
This monograph looks at a study examining colleges' participation in the "American Commitments: Diversity, Democracy, and Liberal Learning" initiative.

ED416797
Smith, Daryl G., & Others. (1997). *Diversity works. The emerging picture of how students benefit*. Washington, DC: Association of American Colleges and Universities.
This report presents a review of the literature and an annotated bibliography of research on the impact of campus diversity initiatives on American college students.

ED416808
Barnes, Barbara. (1994, November 30). *Westchester colleges project on racism-free learning environments*. Purchase, NY: State University of New York, Purchase.

This report looks at a three-year project of the Westchester Colleges Consortium on Racial Diversity. The project involved ten colleges and 36,000 students, and was designed to improve the racial climate of the campuses.

ED368307
Halpern, Diane F., & Others. (1994). *Changing college classrooms: New teaching and learning strategies for an increasingly complex world.* San Francisco, CA: Jossey-Bass Inc.
This volume offers 19 papers by college faculty on concrete information and suggestions for the improvement of college teaching, student learning, and the whole education process.

EJ491365
Rendon, Laura I. (1994, Fall). Validating culturally diverse students: Toward a new model of learning and student development. *Innovative Higher Education, 19*, 33-51.
The Transition to College Project examined how college student learning is affected by involvement of students in academic and nonacademic experiences in college, particularly outside the classroom. The students (n=132) interviewed were from four institutions serving demographically very different populations. Results suggest that nontraditional students can be transformed into full members of the college academic and social community.

EJ472431
Jackson, Francesina R. (1994, December/January). Seven strategies to support a culturally responsive pedagogy. *Journal of Reading, 37*, 298-303.
Describes seven strategies that teachers of all grade levels and disciplines can use to improve their effectiveness in teaching students of diverse cultural backgrounds.

EJ475226
Wood, Julia T. (1993, Spring). Bringing different voices into the classroom. *NWSA Journal: A Publication of the National Women's Studies Association, 5*, 82-93.
Describes a way to involve students vitally and personally in understanding and valuing distinctive moral voices, and discusses a unit from a woman's studies course that encourages students to appreciate different moral perspectives. Use of a case study and role plays promote student insight.

EJ471780
Steinberg, Stephen. (1993, March/April). The world inside the classroom: Using oral history to explore racial and ethnic diversity. *Social Studies, 84*, 71-73.
Describes a college level term paper project in which students conduct oral history research with people who have experienced a sociologically relevant aspect of ethnic history. Emphasizes that oral history complements traditional historical research but is not a substitute for it. Suggests resources to help students with the project and provides titles of student papers.

ED366703
Schoem, David, Ed., & Others. (1993, January). *Multicultural teaching in the university*. Westport, CT: Greenwood Publishing Group.
This book provides a collection of papers that address the enhancement of faculty teaching and learning in an increasingly interconnected multicultural society. Three interconnected dimensions of multicultural teaching are focused upon: content, process and discourse, and diversity of faculty and students.

EJ464928
Barrett, Marilyn Bean. (1993, April). Preparation for cultural diversity: Experiential strategies for educators. *Equity and Excellence, 26*, 19-26.
Examines current theory and research about educating teachers concerning diversity, cultural pluralism, and equity. Explores how teacher educators attempt to transfer multicultural skills, beliefs, and knowledge in ways that help every child learn. Every teacher needs to incorporate cultural diversity to acknowledge the different needs and goals of students.

EJ457704
Marchesani, Linda S., & Adams, Maurianne. (1992, Winter). Dynamics of diversity in the teaching-learning process: A faculty development model for analysis and action. *New Directions for Teaching and Learning, 52*, 9-20.
Theme Issue: Promoting Diversity in College Classrooms: Innovative Responses for the Curriculum, Faculty, and Institutions. Four primary factors are relevant to social and cultural diversity in the college classroom: students, teachers, course content, and teaching methods. Faculty can use understanding of these factors and their interrelationships to facilitate learning in an increasingly multicultural environment.

EJ450888
Ognibene, Elaine R. (1992, Spring). So many colors in a flower: Cultural diversity and pedagogical variety in the classroom. *Teaching Education, 4*, 139-45.
This article describes an interdisciplinary course for preservice teachers which integrates multicultural education, communication skill development, and pedagogical variety; raises students' consciousness about cultural diversity; and develops their skills in teaching a more diverse population.

ED359303
Shor, Ira. (1992). *Empowering education: Critical teaching for social change*. Chicago, IL: University of Chicago Press.
Empowering education is defined as a critical-democratic pedagogy for self and social change. It is a student-centered program for multicultural democracy in school and society that approaches individual growth as an active, cooperative, and social process. Through empowering education, a democratic discourse can be developed to ease student-teacher alienation and promote a critical learning process. A list of 157 references is included.

ED330279

Jenkins, Carol A., & Bainer, Deborah L. (1990, March). *Common instructional problems in multicultural classrooms*. Paper presented at the Lily Conference on College Teaching, West Lake Arrowhead, CA.

Several factors which tend to influence the academic success of minority students, as well as faculty attitudes and behaviors which may communicate uneasiness and differential student learning are analyzed, including: motivation in the multicultural classroom; student/professor interaction; limited English proficiency; cultural variations in oral/written logic; and the understanding of diverse world views. Various strategies for checking understanding in the multicultural classroom are also suggested.

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